HOUSE COMMITTEE ON EDUCATION INNOVATION
December 18, 2013

The House Committee on Education Innovation held its first meeting on December 18, 2013, at 1:00 p.m. in Room 643 of the Legislative Office Building in Raleigh, NC. Co-Chairman Craig Horn presided, and the other committee members present were: Representatives Brian Brown; Tricia Cotham; Nelson Dollar; Jeffrey Elmore; Edward Hanes, Jr.; Marvin Lucas; Dennis Riddell; and Phil Shepard; along with public members Sue Burgess, Sean Bulson, Mark Edwards, Dale Cole, George Little, and Anna Spangler Nelson. The Visitor's Registration Sheet is attached as Exhibit 1. The agenda is attached as Exhibit 2.

Chairman Craig Horn called the meeting to order at 1:03 p.m. and introduced the Sergeant-at-Arms staff serving the committee: Bob Rossi, Young Bae, John Brandon, and Martha Gadison. A copy of Chairman Horn's opening remarks is attached as Exhibit 3.

Chairman Horn called on Ms. Denise Huntley Adams to present the Committee Charge. A copy of the Committee Charge is attached as Exhibit 4. A copy of Highlights of 2013 Legislation on Innovative Education is attached as Exhibit 5.

Representative Brown said it would be beneficial to have the public members introduce themselves and tell where they came from. The chair agreed and called upon Mr. Bulson to begin.

Sean Bulson said he is Superintendent of Wilson Schools and has been in North Carolina for three years. Mark Edwards said he is Superintendent of the Mooresville Graded School District. George Little lives in Pinehurst and is on the Board of Trustees at Western Carolina. Anna Nelson is from Charlotte and volunteers with Project L.I.F.T. Sue Burgess is the Superintendent of Dare County Schools.

Chairman Horn said Representative Susan Martin, Co-Chair, sent her regrets that she could not make the meeting but looks forward to being at the next meeting.

Chairman Horn asked Dr. Tracy Weeks to come forward for her presentation.

Dr. Weeks introduced herself and said she was from the North Carolina Virtual Public School (NCVPS). She said she would speak briefly on the innovations they have been able to spread across the State of North Carolina over the past seven years. A copy of her PowerPoint presentation is attached as Exhibit 6.

Dr. Weeks said in 2012, NCVPS had a little over 47,000 enrollments from across the state. She said an enrollment means one student taking one course; if a student took two courses, that would count as two enrollments. She said the enrollments equated to a little over 33,000 unique students from across the state taking a course online with NCVPS last year. Since opening their virtual doors in 2007, there have been over 213,000 enrollments taken online. They are now, and have been for the past few years, the second largest state-led virtual school in the

United States. She said they serve all 115 school districts, 57 charter schools, and also non-public students.

Dr. Weeks said part of their model relies heavily on not only quality content but also on having a quality teacher. She said all of their teachers are certified, and about two-thirds of them also teach in a school district across North Carolina during the school day; and this is their weekend or evening job. She said the school has very high standards for their teachers, and for three consecutive years, they have had teachers recognized in the finalist stage of the National Online Teacher of the Year Program. In 2012, they had the national winner with Leslie Setzer.

Dr. Weeks said they are working to educate teachers across the state on how to teach online because it is a very different practice than teaching face-to-face. Last year they brought in 158 new teachers, and they have anywhere from 500 to 700 teachers teaching on contract with them at a time.

North Carolina Virtual Public School has 140 courses that they offer over many, many subject levels, and Dr. Weeks said she thought that was where some of their innovative power is—just in scale and sheer size. She said if there is one student in Mooresville who needs to take Mandarin Chinese, Dr. Edwards would never be able to hire a teacher for that one student. But you pair that one student with students from even half of the districts across North Carolina and there are over two sections of students now who want to take Mandarin Chinese, and they can provide a teacher for them. She said they are expanding the opportunities for all of their students from across the state, making sure that the students in Currituck County and Cherokee County have access to a wide range of courses just like the students in Wake County or Charlotte-Mecklenburg might, although those two counties are very large enrollers with them as well.

Dr. Weeks said they also have some very innovative learning models. In addition to their traditional calendar-based type of courses, they have three other models. One is a Credit Recovery model for students who have previously taken a course and failed it and need to recover that credit. She said they teach that course in a mastery-based approach, meaning they will pre-test and if a student has already mastered the material, he won't have to sit through the instruction for that part again. Students get to move at their own pace through these credit recovery courses. Some students will move through the course in weeks, and some may take months or the entire school year. She said they are excited about what they have learned through these credit recovery courses and are looking at offering mastery-based learning even for first-time credits.

Another model is their Occupational Course of Study Program, which is part of the exceptional children's program. It is for students with severe learning disabilities. These are the students who people said had no business taking an online course because the myths say that you have to have students who have a high reading level, or are highly motivated, or can do everything independently. She said they are out to bust the myths, because they believe every student can learn online if they are supported properly online by their online teacher and content as well as face-to-face through the partnerships with their schools. These students are in a classroom face-to-face with an exceptional children's teacher and partnered with a high-quality content area teacher online. These two teachers work together to meet the needs of each

individual student. And these students have multiple learning disabilities, so teaching each student is its own task. While they might have a course that starts out looking one way, it gets customized for each and every student. Those two teachers speak every single day, and like elves in the night, the online teachers are in there customizing and modifying the course overnight so that the students will have exactly what they need in front of them to learn the way they need to learn when they come in the next day. Dr. Weeks said these students have been thriving across the state. In fact, it has opened the doors for the Virtual School in many school districts, and they are now asking what about our other students who may have learning disabilities but may not be in the occupational course of study program? She said they are serving them as well and are looking to increase access to this type of learning.

Through the Race to the Top Program, Dr. Weeks said they have been rolling out blended STEM courses, and this is a real effort to partner with districts across the state to help increase teacher capacity. She said they come in, they help work with the teachers, help them learn how to use these online tools. Eventually, when Virtual School backs out, the LEA has a program with their people trained, and they know how to run it locally. Therefore, it is an investment in how to increase capacity across the state.

Dr. Weeks said she mentioned customizing courses, and she said they really differentiate for each student whether they are in their blended occupational course of study program or in one of their traditional programs. She said they use a variety of methods such as video, cartoons, little avatars, as well as inter-active projects. She said they look for multiple ways of presenting content to students in order to meet students' individual learning styles.

Dr. Weeks said a mother of a student with Aspergers syndrome, who was in their occupational course of study program, called to say her son had been kicked out of school three different times, and he had never had friends. She said he would beg his mother to stay at home in the past, and he would go to school crying most days. Then he began taking online courses, and he began connecting with other students and making friends. He and his friends learned how to use the chat program that is blocked off and private to their class, and for six hours on a Sunday afternoon they were online chatting with each other and making friends in a way that this student had never been able to do before.

In closing, Dr. Weeks touched on the peer tutoring program. Their moniker is, "We are students helping students." This is an effort to connect students who have been successful in the online environment with students who might just be starting out or struggling online. She said they could help with anything from content to how do I get to where I need to submit my assignment to basically an online cheerleader—being that motivational resource to get other kids excited about learning. This program has been getting some national attention, and the school is very, very proud of this.

Chairman Horn asked if there were questions for Dr. Weeks. Seeing none, he said he had a couple. One, how many LEAs are participating or have students participating in NCVPS? Dr. Weeks said all 115 school districts have students enrolled with them.

Chairman Horn asked how NCVPS pays the teachers. Dr. Weeks said there is a legislatively mandated funding formula that goes into the schools and projects based on their prior enrollments with NCVPS. Along with a per student cost, it calculates and pulls out funds based on what they believe the schools will need, but in the end there is a shore-up period in February. Whether they over projected or under projected, in the end they pay for what they use.

Chairman Horn asked what is next—where does NCVPS go from here? Dr. Weeks said they are looking to expand in several areas. One, they are hearing from the field, that they would very much like them to expand the opportunities to middle schools. Right now all of their courses are high school courses. She said they have lots of middle school students taking their courses that need those upper-level courses, but they are hearing from the field that particularly in the elective areas, they would like courses at the middle level for their students. She said the other areas they are interested in are looking at expanding to mastery-based learning for first-time credit, and they are also interested in looking at other blended models. For example, she said imagine what they could potentially do with English as a second language. She said think of those schools that have hundreds of different languages taught and one or two people there to try to serve all of those students. She said they could find speakers who are actually native speakers who could help support them in whatever courses they are taking.

Chairman Horn recognized Representative Shepard for a question. Rep. Shepard said Dr. Weeks mentioned there were several students with learning disabilities that were taking courses. He asked how many, and how do you measure their success? Dr. Weeks said there were approximately 5,000 students specifically in their blended occupational course of study program. She said they have students with learning disabilities in all of their courses that may have an IEP or a 504 plan and need support, and they work with the schools on supporting the students properly. She said she did not have that number of students in front of her. She said measuring success has been interesting. She said they were actually partnering with the University of Kansas right now to do a formal study to help them better measure success. The students did briefly take the end of course tests in their areas, although they have now gone back to taking a different exam, so it's not as easy to calculate. These are students that most people would expect to score a 1 or a 2, a non-proficient score. They had many students across the state, not huge numbers, but many who were scoring proficient and even at the highest level, level 4, which was astounding educators. Dr. Weeks said that right now the evidence she has to go on is very anecdotal. She has principals come to her and say they see these students walking higher in the hallway because for the first time they feel like they are really a part of the school. They feel free to go and participate in the sports programs, and even though those things were available to them, they somehow felt like they weren't as connected in the schools, and now they feel like they are doing real learning. Dr. Weeks said that is why they are working with the University of Kansas to do a formalized study to look at how they can adequately measure true success in this area.

Chairman Horn thanked Dr. Weeks and asked Dr. Rebecca Garland, Chief Academic Officer, NC Department of Public Instruction, to come forward for her presentation. Her handout is Exhibit 7.

Dr. Garland thanked the committee for the opportunity to talk about innovative practices across North Carolina. She said the first thing she wanted to talk about was innovative policy that the General Assembly put into place several years ago and has updated as recently as last year: Career and College Promise. She said Career and College Promise is the umbrella under which dual enrollment lives in North Carolina. There are two opportunities. One is through dual enrollment at the traditional high school, and the other is through the Cooperative Innovative High School Program. She said Dr. Tony Habit from New Schools would talk about the Cooperative Innovative Schools, North Carolina's early college high school model, so she would not spend time talking about that, but she would talk about the dual enrollment at the traditional schools.

Dr. Garland said there are two pathways by which a student can gain dual enrollment if they are a member at a traditional high school, if there is not an additional program that the local schools system sponsors. The one that is sponsored by the state includes the two pathways. One is the Career and Technical Education Program. Working with our community college system, they have identified career clusters—16 of them that are found in the economy. Presently junior and senior students from the traditional high schools may attend the community college system and choose from those 16 career clusters. The community college advertises which of those clusters they are able to support through coursework, and students may access those courses virtually or they may actually go to the campus of the community college. If a student cannot access the programs they would like to pursue in his or her own county, he or she has access to all of the community colleges across the state, if those courses can be accessed virtually. She said they have had great success with their Career and Technical Education pathways.

Dr. Garland said the other pathway is the College Transfer pathway. In order to gain access to the College Transfer pathway, a student has to meet some minimum requirements. The student must have a 3.0 GPA and must pass whatever the required reading and math assessments are for a college course (just like the traditional college student would have to demonstrate to access the course).

The four pathways that a student may enter are engineering and math, business and finance, life and health sciences, and social sciences. Dr. Garland said a student may also combine a career technical pathway with a college transfer pathway. For example, a student in high school who is interested in going to medical school might want to earn their EMT while they are also focusing on the life sciences courses at the community college. Dual enrollment is centered on a pathway so they have something when they are finished; they are not just taking college courses at random that they may not be able to focus toward a major later when they are in college.

In order to support the career and college pathway passed by the General Assembly in State statute, the State Board passed some innovative policy of its own. Students have to gain certain requirements in order to graduate from high school. The State Board of Education has passed a policy allowing students to test out of a course while they are in high school. If a student passes their final exam with the equivalent of an A, or a level 4, the student gets credit for the course and can move ahead. The student is not restricted by the number of courses he can gain through mastery learning, and he can access as many college courses as he can fit into his

schedule. The traditional high school students needed an opportunity to create room in their schedules so they could take full advantage of the Career and College Promise Program.

The Career and College Promise Program goes into effect for all students in 2015-16; it is not a local option. It is a requirement that schools allow that kind of access for students. During school year 2014-15, any school system that is ready may move ahead. It is local for middle school students, if local school systems want to move in that direction.

Dr. Garland said there are also many innovations in career and technical education. She said they are very proud of the number of students who are gaining Microsoft certification while they are in high school. She pointed out the map in the handout showing the counties in the state where students have earned the most certifications. She said there are over 100,000 students in our state who have earned some type of credential during the past year.

She said North Carolina also has innovations in career and technical education in a variety of areas. She pointed out in the handout a photo of an auto shop. She said students might take auto mechanics, and if they are lucky enough to live close to the Mecklenburg/Charlotte area, some of the school systems have partnerships with NASCAR, and they get the advantage of working with folks in that field who are obviously very interested in how cars perform.

Dr. Garland said these labs can be very expensive. Weaver Street in Greensboro has a truck engine, and it is very hard to access those types of equipment for students to work on. She said partnering with our community colleges gives the community college as well as K-12 more access to very expensive equipment.

Dr. Garland said Work Keys is an assessment that is part of their accountability model. All seniors who have taken four courses in Career/Technical, and are called completers, sit for the Work Keys assessment and then it is included in the school's accountability model. Close to 31,000 students have earned a silver or above, which is a certification accepted by Fortune 500 companies across the United State. Close to 1,700 students in our state have earned credentials from the Fire Marshall, about 2,000 students have earned a Nurse Aide Registry Certification, and about 1,400 have earned the Safe Manager Food Protection Certificate. She said Dr. Atkinson has set the new goal at 125,000 certifications for next year.

Dr. Garland went on to highlight schools across the state doing innovative practices. She said the first school they heard about many years ago was the Highland School of Technology. At the time it was created, it was probably the most technology-based innovative school in the state, and it still is. If you go there you will see programs in Health Science, Business, Legal Information Sciences, Manufacturing, and Engineering. The students there can earn among others the Nurse Aide Certification.

Dr. Garland said STEAM Academies are gaining steam across North Carolina. STEAM stands for Science, Technology, Engineering, Agriculture, and Mathematics. One of the newest schools is located on the campus of the School for the Deaf in Morganton. It is a Burke County high school in Morganton. The General Assembly has directed the Public Schools of North Carolina to try to find partners for the residential schools, and STEAM is an obvious good

partner. Dr. Garland said it is also a partner with the University System. Students there earn advanced placement courses, and they take those courses through the North Carolina School for Science and Math through technology. She said the STEAM Academy on the campus in Morganton has done a fantastic job in renovating part of a building that was in disrepair.

Dr. Garland said Elkin City Schools is doing a district-wide STEM implementation. She pointed out a picture in the handout showing students in Burke County participating in a STEM activity—Project Lead the Way, which is an engineering program that is supported by Duke University in our state. Duke does the professional development, and they provide the curriculum for the schools who are doing Project Lead the Way.

Another example of a school on one of the residential campuses is at the Governor Morehead School in Raleigh. The Wake Young Woman's Leadership Academy is located there, and the young ladies there focus on literacy. They do job shadowing, and they are working on public service. They volunteered in the library of the blind, and they put together packages for the Triangle Urban Ministry so folks would have food over Christmas. They are also helping the students in local schools with science projects. In addition the Wake Young Woman's Leadership Academy had a joint assembly with the young ladies from the Morehead School where they heard the history of the white cane and how it has made a difference for folks who are blind.

Also in Raleigh, is the Wake Young Men's Leadership Academy, which is a partner to the women's school. Dr. Garland said this school is designed to be an early college high school and is located on the campus of St. Augustine's.

The Global Schools Network is a one of a group partnership of schools across the state, and it is partnered with the State Board of Education, the Department of Public Instruction, the Department of Commerce, Public School Forum, Business Committee for Education, and VIF (Visiting International Faculty). All of these schools have some type of language program. She said it was not uncommon in the elementary schools to see a faculty member at each grade level from a different country so that by the time the students go through K-5, they have had some real global exposure.

Dr. Garland said the New Century International Elementary School in Fayetteville is unique in that the students take all of their core courses Mandarin Chinese.

She said the handout lists the systems that are part of the global schools network so committee members may visit at a global school in one of those systems, if they desire.

Dr. Garland said she could not do a presentation on innovation without talking about one of the school systems where there are one-to-one initiatives. She said Rutherford County School is one of those schools, and it was the first stop on the Superintendents' Tour for Technology that started this fall. Rutherford is combining two initiatives through their one-to-one; they are using it for a study of global education as well as embedding technology into the way that students learn and teachers teach. Dr. Garland said every teacher and student in Rutherford County has a

laptop in grades 6-12. Technology for students in K-5 is provided through the use of carts and I-pads.

Dr. Garland said Dr. Mark Edwards, who is a member of this Education Committee, has a very well-known initiative with one-to-one in Mooresville. She said one of the things that Dr. Edwards would share with the committee is that you can't just go buy laptops to make this happen. There must be comprehensive planning, on-going professional development, and technical support because laptops break and students have to have them if that is how they do their content. And, Dr. Garland said you must have really good content if you are going to ensure that you are teaching the standards, as well as the infrastructure to support a one-to-one initiative.

In our traditional schools, Dr. Garland said you see innovation through academies. Charlotte/Mecklenburg has the most academies of any school system in the country. In an academy she said you would find a cohort of students taking their classes together, and they would focus on a theme. Typically, they would have a business or industry partner.

Dr. Garland said the Department of Public Instruction is trying to become 21st Century-focused on how they communicate with their teachers. They are now doing weekly NCEd chats on Thursday evenings where teachers are talking with other teachers from across the state, the nation, and the world about how to improve educational practices. She said DPI now communicates with their folks through Twitter, Facebook, and live chats.

Dr. Garland invited the committee to go to the NCDPI Celebrate NC Schools website at http://www.ncpublicschools.org/celebrate/. She said if you go to that page and click on the data base, you will see that school systems keep this base updated on innovative practices going on in each school system across the state. She invited committee members to look up the innovative practices going on in their counties and regions at the website.

Chairman Horn said the materials covered by the speakers were in the handout packet and also at the committee's website:

http://www.ncleg.net/gascripts/DocumentSites/browseDocSite.asp?nID=243

Chairman Horn said he had heard that we have more Microsoft certifications than any state in the Union. He asked if that were true. Joanne Honeycutt, DPI's CTE Director, indicated that was true.

Chairman Horn asked what is next? How does North Carolina do better? What suggestions does DPI have for the committee? What are the hurdles that the committee can help to overcome? What can they do to raise the bar?

Dr. Garland said there are probably several areas on which the North Carolina State Board of Education is focusing. One is more one-to-one technology initiatives and another is more opportunities for global education. In global education, in particular, she said they are looking at more access to foreign language for students in the state. In addition, they would like to have more STEM and CTE programs; but as she said before, the appropriate equipment is very expensive.

Chairman Horn asked whether DPI and programs including NCVPS interact with our YDCs and incarcerated kids.

Dr. Garland said she thought the students who are incarcerated actually fall under the Department of Health and Human Services.

Chairman Horn said he understood that their care fell outside of DPI, but he asked if DPI interacts with them.

Dr. Weeks said their challenge with serving those students was that they don't allow them to have Internet access while they are incarcerated so they have a difficult time presenting an on-line course in that format. Dr. Garland added that when the GED goes on-line, which it will beginning in 2014, then there will be a challenge getting the incarcerated students to do the GED because it will no longer be a paper and pencil activity.

Dr. Weeks said the students in DHHS do, in deed, use the DPI standards and assessments, and their faculty is invited to professional development activities.

Chairman Horn asked if there are any hurdles that the legislature has put in front of DPI or if there are opportunities that the legislature can provide for them. Someone pointed out that the meeting was supposed to end at 2:30, and Chairman Horn acquiesced.

Dr. Garland said certifications obviously cost money, and the General Assembly has been kind enough to give funding for some advanced placements, professional development, and to pay for some students to take those tests. She said DPI thinks that will help to equalize access for their students.

Chairman Horn recognized Rep. Dollar for a question. Rep. Dollar asked Dr. Garland if there are other potential resources within the community colleges that the state could tap into that we do not tap into at this point in time.

Dr. Garland said she was sure there were all kinds of partnerships that they could tap into with the community colleges. She said the state, through Career and College Promise, does have a very well-thought-out program that is in statute about how students access classes; but local school systems have agreements as well. She said that is why they are looking at younger students, especially freshman and sophomores, being able to access community colleges because they do a lot of joint programs and equipment is too expensive for either entity to own it by itself.

Seeing no further questions, Chairman Horn welcomed Mr. Tony Habit, President of NC New Schools, for his presentation. His handout is attached as Exhibit 8.

Mr. Habit said he appreciated the commitment Speaker Tillis and the Committee are making to examine innovation in education. He said when the chairman was opening with his comments about the anticipation of change, he was reminded of the article that ran in the *Wall*

Street Journal a few weeks ago talking about how in fifteen years automation and robotics will, in effect, remove people who remove and manage trash every day. He said when you think about the advancement of robotics and automation across the economy and about how many jobs will be affected by this transformation, those committed to education and the transformation of education need to anticipate those things and accelerate the pace of change as they are working in a very collaborative way to do that.

Mr. Habit said North Carolina New Schools believes that students deserve to graduate able to provide for themselves, their family, and their communities; and the way to achieve that goal is to advance the knowledge and skills of teachers and administrators in every single setting. He said they are essentially a world-class provider of talent development solutions for teachers and administrators, and they work with local districts and administrators to establish clear pathways from the classroom into employment and into continued education for young people.

Mr. Habit said they began in 2003 as a designer of differentiated models of schooling by looking around the country at who was getting the best results and by continuing to examine what it was about those designs and those innovations that were useful for North Carolina and our economy. He said that work is designed as a collaborative process with the University system, the Community College system, and the K-12 system; with his colleague, Dr. Garland, embedded within that.

Today because of support from the private sector, the General Assembly, and public dollars, North Carolina leads the country in the development of early college high school models. These models have in most of the partner communities around North Carolina fundamentally changed the relationship between higher education and the K-12 system. The genesis of those models leads to deeper conversations about how you align secondary and post-secondary standards, how faculty in high schools and colleges and universities work collaboratively to think about connecting their work.

Mr. Habit said today there are 76 early colleges across the state, and taken together those early colleges have a graduation rate of 96.2 percent. Statewide, low income students in North Carolina, enrolled in conventional schools, have a graduation rate of around 76 percent. Those exact same students matched demographically graduate at a rate of 95 percent in an early college high school. That is almost a 20 percent difference. Mr. Habit said he is very excited about that, not just for the success of those students, but because it creates an illustration within communities of what experience leads to these remarkably high graduation rates for students who historically have not performed at that rate.
`

Mr. Habit said they are very proud of their partner schools and their partner districts. They have with their hard work created some of the best results in the country. And the longer these schools and their districts partner with North Carolina New Schools in training and development with their teachers, the results get better and better.

North Carolina New Schools is also involved in the development of STEM networks of schools. Mr. Habit said these are schools that have strong connections into economic and

workforce development in areas such as agri-science, energy and sustainability, aerospace, health and life sciences, information technology, and advanced manufacturing.

As an example in Davidson County, Mr. Habit said they were approached by business leaders working across multiple school districts who asked them to support their leadership in development of a regional approach to education. In that process, he said they took business leaders around the country to California, to Texas, and to the Hudson Valley in New York so they could examine the intentional or purposeful design of a secondary experience that would deliver readiness for continued education as well for skills development. Out of that process, those business leaders and their partnered school districts created the Yadkin Valley Regional Career Academy. In the Yadkin Valley Regional Career Academy, students engage in projects-based learning focused on global logistics and advanced manufacturing and bio-informatics and information technology. The school is committed to its role as a demonstration site to teachers across the region focused on inquiry around high standards and the use of project-based learning.

Mr. Habit said, as another example, five northeastern counties (Washington, Pitt, Martin, Beaufort, and Tyrrell) formed a regional school focused on bio-technology and agri-science that is partnered with North Carolina State University. It is focused on skills development and workforce development in one of North Carolina's poorest regions.

Mr. Habit said today NC New Schools' commitment is to focus on scaling these innovations and effective teaching practices across school districts, across regions, and across theater patterns of schools with larger districts. For example, in Madison County, the community college in the district has joined together with business and industry to talk about how you take the successful experience of an early college model and focus on a K-14 approach that would again align instructional strategies and academic rigor across the entire system.

In every case, whether it is an early college or a STEM school or a partnership with a district, Mr. Habit said NC New Schools' focus is on the pervasive and effective use of technology, on strong connections to business and industry so teachers and students can understand not just the current needs of our economy but be prepared for future needs of our economy; and lastly, academic rigor that is centered around skills development and standards that are suited for the world that we are headed into.

Mr. Habit said they are honored to partner with the Department of Public Instruction and the Community College and University Systems. He said NC New Schools believes that through collaboration anything is possible.

Going forward, Mr. Habit had four recommendations for the committee, and they are included in the handout. He said he was omitting technology as a specific recommendation because from their approach, technology is about adult learning, student learning, and everything in between.

The first recommendation is around talent development and the growth of highly-effective teachers. He said they have a very spotty and poor performance with regard to supporting teachers with high-quality professional development. It has been in the past very

programmatic, very fragmented; it is not a coherent system in which high standards and quality can be embraced and elevated over time. He said they were proposing the establishment of a replicable model for teacher development that would be embedded in schools and embedded within cohorts of schools so that teachers learn with and beside their colleagues in a very transparent way. NC New Schools believes the early work done in the early college work and in the STEM schools provides an illustration for what an embedded model for teacher development can look like, and the independent research around that model confirms that is of great value to North Carolina.

Connected to that embedded model, NC New Schools believes that the support of teachers, especially as they arrive into schools, needs to mirror the preparation provided for physicians. That is, there should be a deep and significant clinical experience whereby, like a physician presenting a patient, a teacher presents her practice and the date that goes along with that and her ability to differentiate and meet the individual needs of each student. He said North Carolina must solve the talent development equation for teachers if we are to focus on what would be considered innovations.

Second is the notion of choice. Mr. Habit said NC New Schools' deep belief is that the 20th Century provided a cookie-cutter, factory-model approach to education that is no longer relevant. He said North Carolina is emerging as a national leader with new approaches to designs of schools and partnerships and regions, and this General Assembly in the last session adopted the Education and Workforce Innovation Fund that NC New Schools thinks is very, very important to incenting the acceleration of new designs across districts and rethinking the function of a district within its community, largely centered around the notion of choice so that teachers, students, and families can have meaningful and valued options for what the educational setting looks like that meets their needs and interests. He said they think this deeper approach to choice will more deeply engage communities and have their ownership of their public schools operate at an even higher level. It will enable districts and communities to take advantage of assets like museums and research institutions in the same way we are taking advantage of colleges and universities in the Early College approach.

Mr. Habit said they are very proud to work with the office of Governor McCrory and this General Assembly to advance the Education and Workforce Innovation Fund, and they think that will be of great value going forward. One specific recommendation linked to that fund, is the General Assembly has limited innovative schools to just 100 students enrollment per grade level, and NC New Schools thinks this frustrates places like Duplin County that seeks to transform their entire school system with a very blended secondary and post-secondary approach.

The third recommendation is around credit by demonstrated mastery. He said Dr. Garland said that the State Board of Education and the Department of Public Instruction have taken action to advance the notion of students advancing in a way that is suited to their accomplishments and their readiness. Mr. Habit said the old model of everyone walking lock-stepped through courses and years is going to feel a lot like an 8-track tape in about ten years from now. But the question is, can we transition into that work with quality. Can we do that in ways that respect the challenges of teachers and administrators? Mr. Habit said they are recommending to this committee the establishment of some pods with the credit by

demonstrating mastery effort so that we can learn from these teachers and administrators the long-range of supports that are required for this work to be scaled with great quality and some degree of efficiency.

The last recommendation is in regard to workforce development and the important need to continue to deepen the connection between secondary institutions and high-growth sectors of the economy such as healthcare, energy, agriculture and advanced manufacturing. The networks of STEM schools that have been established over the last five years with public and private support are very, very precious; and they are largely unknown in the public's eye. Mr. Habit said NC New Schools has looked around the country and worked with the U. S. Department of Education to determine where that work is being done with a greater degree of quality that is more aligned with the needs of the economy, and they have yet to find that example. So the networks of STEM schools provide an opportunity, they think, to continue to deepen the blending between secondary, post-secondary, and the economy. He said they recommend that North Carolina get more focused on the need to create high-quality work-based experiences for teachers and for students. And for the teachers, that they are teachers in the core academic courses, not other more supplementary courses. If we expect teachers to be nimble in their thinking and focused on the production of creativity and to emphasize creativity within their students, he said they really need to understand how that is articulated within the economy.

Secondly, Mr. Habit said they think there should be some sort of infrastructure or initiative around how these high-quality, work-based experiences are observed and supported over time and some degree of accountability. In North Carolina, he said they have established a partnership called Pathways to Prosperity as a partnership between the Community College System, the K-12 System, the State Chamber of Commerce, and other leaders in business and industry. He pointed out Caroline McCullen from SAS sitting in the audience, and said she is a member of the Pathways to Prosperity team. He said that program provides a ready solution for how we can provide quality and accelerate the adoption of these work-based experiences for teachers.

Mr. Habit concluded by saying that there were four recommendations, all of which in some way or another connected to elevating the knowledge, skills, attitudes, and beliefs of our teachers, especially with school-embedded solutions for growing those skills; transitioning schools and districts toward choice-based programs that are deeply connected into the economy; preparing for tomorrow today by creating new designs that allow students and teachers to engage in work-based experiences; and accelerating based upon demonstrated mastery and a deep focus on the STEM strategies.

Chairman Horn thanked Mr. Habit and asked for questions from the committee members. He recognized Rep. Dollar for a question.

Rep. Dollar said in looking at the results on the front page of Mr. Habit's handout, particularly with low income graduation rates, the immediate question coming to his mind is, how can we scale up what is being done in those 115 schools? Is that achievable? Have they done analysis in terms of cost and ability to scale up to other schools.

Mr. Habit said they have a number of studies going about efficiency results versus cost and how they continue to balance that equation. He said the short answer is that can be accomplished in every setting, but they are going to have to do a massive job of teacher development, every day in their classrooms and in teams of teachers, that will help teachers grow a different set of skills. Looking at the 115 innovative schools, from 150 written classroom observations a week looking at teachers and how they are growing, they are finding that peer support and review is an important component. He said they are testing scaling practices across conventional schools and districts in part because of support from this General Assembly and a U. S. federal investment in an innovation grant proposal. He said there are 15 school districts partnered with NC New Schools to extend these early college designs into conventional schools. He said the lessons from that already are very, very profound. He said their success is going to be determined by the quality of supports for growing teachers' knowledge and skills. He said even the smartest, most highly-prepared teachers that they observe in classrooms around North Carolina, like physicians, need to improve their skills on a continuing basis.

The Chair recognized Rep. Dollar for a follow-up question.

Rep. Dollar said he assumed that Mr. Habit's recommendation for a 12-month schedule for teachers was tied to his recommendation for continuing professional development. He asked if he wanted teachers to be partnering back in the business community or did he want the time to be used exclusively for professional development. He asked how he wanted to be filling that extra time.

Mr. Habit said for both of those things. He said teachers need time to work together to connect the curriculum. If we want them to gravitate toward inquiry and applied learning and project-based learning focused on skills development, there has to be a different equation for how teachers can work together. Mr. Habit said everyone who has talked to teachers and spent some time in schools have heard horror stories about bad professional development and how much teachers resent that and how frustrating it is that, "I can't focus on my kids and my needs because I have to do this bad professional development." He said he was reading classroom observations, and one of the observations was that Mrs. Jones is now recognizing that this is about her effectiveness today, and polishing her lesson plans today, and adopting these core instructional strategies associated with student motivation.

Mr. Habit said NC New Schools, with the support of the private sector, had been doing summer placements of teachers in various companies, trying to learn what value could be harvested from that. What they found from the teachers was that when they provided them with proper structure and support for that summer experience in business and industry, it not only renewed their enthusiasm, they suddenly made practical connections between mathematics and science and every course and what is happening with that industry or sector or that that employer. He said it has taught NC New Schools as a group that if they want teachers on fire about helping us all to be prepared for the future, they have to change their experience and give them the high-quality experiences. So whether it is the teachers in the core courses or whether it is differentiating roles for teachers so that there are certain teachers who work 12 months out of a year who are the lead in building those relationships, somehow the equation has to change.

There being no further questions for Mr. Habit, Chairman Horn introduced Dr. Alisa Chapman with the University of North Carolina, General Administration.

Dr. Chapman said UNC had three innovative practices to share with the committee. She said first on their agenda would be Dr. Steve Brooks with the State Education Assistance Authority presenting on CFNC.org; second would be Melissa Thibault with the North Carolina School of Science and Math, presenting on Distance and Online efforts that that institution provides to our public schools; and third, Nora Reynolds with UNC-Greensboro's Division of Continual Learning presenting on the I-School.

Dr. Brooks' handout is attached to the minutes as Exhibit 9.

Dr. Brooks said CFNC is a collaboration that dates back to 2000 and a revised version in 2001. It is a brand name that represents six collaborative partners in trying to put together a website for students, parents, and educators. It is billed as everything that you need to plan, apply and pay for college. He said they had been accused of using the Internet to build a fence around the state because it is geared to North Carolina rather than out-of-state colleges. He said it rapidly became known as the gold standard of college access portals. That phrase was coined by people in Massachusetts, and Georgia came in and pretty much copied the site. He said Kentucky used all of North Carolina's design people to get theirs built, and then West Virginia decided to rename their portal "College Foundation of West Virginia," thinking that the success came from the name. Dr. Brooks said the success has actually come from the strong collaboration of these six different entities—everything from K-12 through our student aid agency, community colleges, and independent colleges.

Dr. Brooks said CFNC is more than just a website. He said not only can you plan, apply and pay for college; you can also plan high school courses, look at transfer courses to move between the community colleges and the University; and you can plan and explore careers. Dr. Brooks said in many ways the key to the success of CFNC, is that students can start with careers and find out what majors or studies they might need to pursue to be ready for that career. They can then link that to programs of study at any of the 110 colleges in North Carolina and then apply online to their choice. Meanwhile, they are storing information about their high school extra-curricular activities, etc., that populate their admissions application when they go through this system.

In addition to the Internet aspects, Dr. Brooks said there are two email and telephone centers, one in Raleigh and one in Greensboro. In Raleigh they deal with paying for college questions and in Greensboro they deal with the planning and applying questions.

He said they were very pleased with their most recent survey of awareness and use of this CFNC service. Among all students grade 7 through grades 12, eighty-four percent of students surveyed are aware of the service and nearly two-thirds of them are using the service. Looking just at high school juniors and seniors, that awareness level rises to ninety percent. Dr. Brooks said there are a fair number of seventh and eighth graders who are using CFNC who don't yet know that is what they are using. Parents are right at that ninety percent awareness figure, with fifty-four percent using. In adult learners, eighty percent are aware, and sixty percent are using.

Educators have the top percentages in both awareness and usage, which is one reason it works so well.

Earlier in December, Dr. Brooks was doing a training exercise for school counselors in his area of financial aid, and one of the counselors stood up and said to her colleagues, "I just want you to understand that North Carolina has a resource in the College Foundation of North Carolina that nobody else around the country has." He said he was surprised but not disappointed by her remark, and he appreciated it. He said he thought most educators in North Carolina would agree with that.

The newest activity being rolled out now is Let Me Tell You. He said they are using an external website, but it is branded as CFNC, and it's basically peer-to-peer videos to allow students to hear somebody their own age or a counselor or anybody else tell them how to choose a college, how to write a college application essay, what I thought when I visited a certain campus, etc. He said the topics are wide, and the site it is not refereed, but it is censored to be sure no one is abusing the topics. He said they think young people have good filters for weeding through various opinions. A big piece of this is that any high school in the state will be able to customize a set of videos, require their students to watch these videos, and will be able to get feedback regarding which students watched what.

Dr. Brooks said a new feature is coming in collaboration with the North Carolina Virtual Public School. UNC General Administration is working with NCVPS on a career and college planning course, which will feature CFNC materials that the virtual school can offer online and that CFNC can make available in person around the state to schools that are interested in it.

Dr. Brooks said the number of applications through CFNC this year through the month of November totaled 447,000. And like the Virtual School, one student may be applying to three colleges so they would count as three in that total. He said there are 11,000 visitor sessions a day, and they are very, very pleased with that.

The next speaker was Melissa Thibault with the North Carolina School of Science and Math. See Exhibit and 10 and Exhibit 11, attached. Ms. Thibault said the School of Science and Math was present in force with the Chancellor, Dr. J. Todd Roberts, and the Legislative Liaison, Brock Winslow, present.

Ms. Thibault said she would be talking about engagement at NCSSM. She said NCSSM *is* innovation; it was an educational innovation over 30 years ago when it was established, and it has been an insightful and unique investment, being the first in the country of residential STEM schools. She said they have continued to innovate through time in order to meet their mission. She said many members of the committee are familiar with their mission, which is educating highly-able students with an interest in STEM subjects. She said the committee may not be aware, however, that they also have a dual mission to advance public education statewide, which is not a small endeavor. She said scalability, online and digital, is critical to accomplishing their mission.

Ms. Thibault said they were highlighted in the STEM scorecard as a strategic investment in innovation that the state has made over time in order to really provide for North Carolina the opportunity to be competitive. She said NCSSM has proven that our students in North Carolina can compete with the best students in the country and internationally and win.

Working statewide with local schools, NCSSM continues to ensure that no matter their ZIP code, students can have the access they need to the high-level STEM courses that they want. Currently, she said they are providing distance education courses for credit in more than seventy-five percent of the state's counties through two media: interactive video conferencing and online.

Before digital learning, if you were a smaller, deeply rural school and you had three kids that needed AP calculus, you really could not staff that, and those students might have gone unserved. The staffing needs of the majority would have taken the role. So basically, between the virtual public school and the School of Science and Mathematics, North Carolina is now able to serve those students and scale in order to get them the courses they need. NCSSM has in its Interactive Video Conferencing (IVC) courses, a statewide community. These students are connected across the state. The classes emulate the face-to-face classroom, and the students really get to know each other across sites.

NCSSM has been working with a number of students in Mount Airy, and the Mount Airy School is offering nine more courses this year as a result of some restructuring of one classroom and staffing with one facilitator, so working in partnership with their schools, NCSSM is really able to make a difference.

Ms. Tibault said Dr. Garland stole her thunder already on the Burke STEAM academy, and she said NCSSM has a number of different ways that they are partnering with communities across the state. She said they are very interested in increasing access, and sometimes their brand is very much in demand. She said folks have actually commissioned custom sections in order to meet their bell schedules and their scheduling flexibility and needs.

Ms. Tibault said courses available through video conferencing include aerospace engineering and very popular classes like forensics and genetics and bio-technology. She said those are courses that are difficult to staff in many communities, and the students are hungry for those topics.

Like their IVC courses, NCSSM's online students get a head start on college-level work. In college, students are going to be expected to learn in a variety of formats and learn independently. Access to online, to blended and independent learning opportunities, and access to laboratory work as well as connections with students across the state through various media, webinars, and video conferencing provides a full blended experience.

NCSSM's courses are unique. Ms. Tibault said the faculty design and teach courses that schools have difficulty staffing, and they have among the most academically-advanced students in their online program. She said they come from small rural schools and from 4-A high schools.

These students are taking advantage of their courses not just as a part of their school day, but some of them over and above their full load at their home schools.

Ms. Tibault said their 26 online courses are some of the most advanced in the state, going beyond AP with multi-variable calculus, applied chemistry and engineering, and bio-informatics, which is one of the four titles in computational science that NCSSM offers. As far as they can discern, she said there are no other high schools in the nation that offer computational science at the high school level. She said their students move right into undergraduate research opportunities when they go to college.

Ms. Tibault said NCSSM is increasing their representation in their enrollment in their online program, and beginning in 2014 they will have students from every Congressional District in their program. Their Distance Education Program leverages the broadband investment and shared digital infrastructure, but she said they have a big goal in their strategic plan. They want to reach one million students and one hundred thousand teachers within five years. She said they are one year into that goal, so in order to do that NCSSM is going to have to continue to innovate. As North Carolina's STEM high school, when NCCSM creates something that they use in their classrooms, Ms. Tibault said they create legacy products that can be shared statewide. So not only are these materials used in blended classrooms, they are published online in their STEM at NCSSM collection. She said every time one of these gets incorporated into a lesson, they have another 25 or 30 students and another teacher closer to their goal.

Between virtual labs for NCSSM's online program and flip classroom materials that they create for their residential programs and distance education courses, Ms. Tibault said they have over 600 instructional videos, which have been created and are on their Youtube channel. The Youtube Distance Education channel has had over one million views since its inception, but they are not counting that toward their goal. They are trying to find out how to determine that they are really touching a student as opposed to having them just view a video online.

Ms. Tibault said NCSSM is also working to create digital content with the Department of Public Instruction. In the Race to the Top STEM curriculum that they are creating, not only are they creating sixteen courses that are being used in the New Schools model that Tony Habit described, they are also creating lessons that don't just fit the theme of aerospace, security and automation but can also be integrated into a physics class or mathematics class. These fully integrated STEM units—and there are going to be hundreds of them by the end—are going to all be published online so they will be useful to teachers across the state whether they are in a specialized CTE course or in a core science, math, computer science, or engineering course.

Ms. Tibault said for the first time this summer, thanks to some legislation that allows NCCSM to be appropriately entrepreneurial, NCSSM is going to be able to expand academic programming by generating revenue to further build capacity. She said they are going to be able to reach more students than they have ever been able to through their state-funded campus research experiences like Summer Ventures in Science and Mathematics and their grant-funded enrichment experiences like Step Up to STEM that focuses on under –represented students entering the ninth grade. She said they are going to offer some courses that students will register

and pay for and that way build capacity on their campus to serve North Carolina students more effectively.

Ms. Tibault said interest in NCSSM products is not just in North Carolina. She said the products and programming demand extends beyond the borders. There is demand from students, family, and schools out of state and internationally; and in the last school year, NCSSM actually taught students directly in China through their video conferencing. Additionally, students in other countries learn alongside their residential students in their Global Experience Courses. She said these efforts did not spring up overnight. They are the result of continued strategic investment in their school and recognition that the work they do in Durham can have a profound impact statewide.

Next on the agenda was Nora Reynolds from UNCG iSchool. She said it is a dual credit enrollment program that was funded several years ago by the General Assembly, which has had a tremendous impact on the State of North Carolina giving high school students in North Carolina an opportunity to take university general education courses. She said they have had more than 15,000 registrations during this time period, and 300 high schools in all 100 counties of North Carolina have participated. She said there was a tremendous success rate with a 90 percent pass rate and average GPAs ranging from 2.5 to 3.0 and more than 41,500 transferrable credits.

Ms. Reynolds said she would get to the heart of what makes UNCG's iSchool a unique program. One of the things they wanted to do was to see how you could take the medium and make an on-line course really engaging by getting students and faculty involved and making the course maybe even better than could be done in the classroom. She said there has been a very directed effort to using the medium in a variety of ways. She quickly went through the slides depicted on pages 18 and 19 of Exhibit 9, showing a Political Science course, a Music Appreciation course, and a Major Concepts in Biology Course. She said this STEM Biology course has been terrifically successful. She said there was a group of biologists from UNCG who were somewhat skeptical about going online and have now become their greatest converts. The course takes place on an island where students are tasked with applying the scientific method to getting off the island.

The statistical interest about the biology course is that students cover over 25 percent more material than they do in the same face-to-face course on campus. Students in this course perform two percentage points higher than students do in face-to-face classes, which is remarkable when you consider the fact that the faculty were really very skeptical about putting this course online. The faculty was so pleased with the results that this year they put the lab online. She said they want to teach students to think like a scientist; they do not want to have students just generate science back to them by rote. So in the labs there are a couple of things that happen. Science activities happen in social settings; they happen with other scientists and in communication with other individuals. And, the lab itself is hands-on. There are assignments that students do individually outside and then they collaborate with their team lab through Google hangouts and other kinds of easily-accessible virtual video conferencing tools.

Ms. Reynolds said currently they are offering this biology course with a small group through the New Schools NC iRIS Program with rural schools, and she recently got an email

from a faculty member saying these students are outperforming his university students. She said hundreds of students have gone through this course, so it is very exciting.

Ms. Reynolds says it takes innovative course design, personalized student support, and trained online facilitators. She said there were facilitators across all the high schools in a one-room school house model. She said it takes experienced faculty that are committed to teaching students and do more than just delivering content, and it takes robust technical support.

She said funding is important to this because it is something that is accessible, and it is something they can scale up. She said there is no reason why they can't service hundreds of schools and thousands of students at the same time. She said it is measurable, and they have these courses linked to data bases where they can actually communicate weekly with the individual school districts about student performance. She said they can identify students that are not performing that well, and they can come back and work both with faculty and the hindsight people to help make sure that students are successful. And, it can be an affordable option.

Chairman Horn said he visited UNCG and went through their iSchool Program, and he urged the committee members to get more familiar with this concept so they can figure out how to scale this concept across the country.

Alisa Chapman, in closing, thanked the committee for the invitation and thanked her presenters Nora, Melissa, and Steven. She said they would be happy to take any questions the committee might have. She said they also listed for the committee's consideration some future presentation topics on page 22 of Exhibit 9: Their work to support beginning novice teachers in our public schools; teacher quality research that they have been working on for some time now; partnership between the University and staff in developing and delivering MOOC; flipped classroom models in higher education; and REACH NC, a web portal that links UNCG's research faculty and work they are doing across the University and across the state; and perhaps, a presentation on some of the early college high school models that NC's universities host.

Chairman Horn asked if there were any questions.

Chairman Horn said he wanted to draw the committee's attention to their packets, which contains the highlights of the legislation on innovation that was passed in the 2013 long session. (See Exhibit 5, attached.) He asked them to look over that and merge it with what they heard today and then consider what is next. How do we get better? How do we expand these programs? Chairman Horn said there is a long road ahead and a short time in which to traverse the territory. He said the chairs needed members to be engaged, to connect the dots, and to ask that question, what is next?

The Chair said the committee heard quickly of some terrific programs we already have in place. He said they would hear about more in future meetings, and in fact, they would take a field trip to see some of the innovations in action.

He asked if there were comments or questions from members. He recognized Speaker Tillis for a comment.

Speaker Tillis said this was the first session and the beginning of a process that he hoped future speakers would continue. He said he thought the committee would grow. He said part of what they did today was look at best practices. He said he's told many of the superintendents that he has gotten away from the concept of "education reform" because it is really not about reform. If you take a look, a lot of the extraordinary things are going on in North Carolina, and a lot of it is sharing best practices, figuring out through policy funding or other mechanisms how we fully share this information and we get the most out of it. So a part of this committee, particularly among the public members and the education professionals, is asking how we do a better job of inventorying this and making this more available across the state.

Speaker Tillis said another part of innovation that he hopes will come up in the future session, is at a more fundamental level. It is not only the kinds of innovation that we saw today, he said, but how the legislature can be more innovative in terms of its relationship with the schools. He said he has had this conversation with the superintendents present at the meeting. He suggested going back and talking about innovating the legislative directives that exist today in Chapter 115C—all the kinds of things that we dictate through the statutes that may or may not be relevant. He said there may be some 8-track tape players there that we need to go back and rethink. So as a part of this committee, he wants to be sure that members spend time going back through and rethinking the underlying framework within which we work. He said he's had that same discussion with the Community Colleges and the University System. He said don't assume that innovation has to fit within the confines of the legislation decisions in the past, but assume that innovation also includes rethinking those decisions with an eye toward really empowering the schools and the schools districts—giving extraordinarily successful principals and superintendents more authority to operate and innovate within their schools so we can learn from that and share it.

Speaker Tillis said he hoped in going forward the committee would get into some of the ideas that the General Assembly may take action on in 2014. He said he wanted members to feel that they have a meaningful role in formulating the strategy and working with members on specific legislative initiatives that could come as early as the Short Session.

The Speaker said he was happy he could be present for the entire first meeting. He thanked all of the speakers for sharing their great information, and he thanked the members for being present. In particular, he said he appreciated the involvement of the public sector members who were present. He said he wanted them to know that the other members trust them to speak openly, to be aggressive, to be thought-provoking and challenging. He said he wanted them to consider themselves a peer, although in some respects he said he weights their opinions more than those who are sitting on the committee as legislators, in all due respect to his colleagues. He said it is critically important that the public members are engaged, and they challenge the system. He asked that they do everything that they can to make this committee something that future Speakers, and perhaps the Pro Tem, will look at as something that rises to the level of a Revenue Laws Committee or another committee that is critically important to the legislative process.

Chairman Horn thanked the Speaker for his comments and said now was an opportunity for a committee member to share his or her thoughts about the goal of this committee, how it

should go forward, some suggestions, admonitions or predictions. He said this committee is a unique opportunity in that it is a private-public sector effort to create legislation, not with their heads in a sack, but with a collaborative approach on how they go forward. He said he thought this committee was rather unique from what he sees around the country, and he said he could not be happier or more honored to be part of it.

The chair recognized Representative Cotham. She said she is from Charlotte/ Mecklenburg and has visited many schools throughout this state. She said she is especially excited about this committee because she thinks innovation does not mean just technology. She said she had a couple of suggestions or goals for the committee. One, she hopes the committee members will be a part of setting the agenda for the committee, bringing forward ideas that maybe others are not well aware of. She said there are certain initiatives going on in Charlotte and throughout the state that the committee could look at and learn from, and they are not necessarily things that require state funding. She said innovation does not always have to involve money or technology. She said she looks at schools in her district, which she would say are innovative and innovating, and they are doing things that could be done in other districts. Second, she would like to be able to go to other school systems to observe, for example Project L.I.F.T. in Charlotte. She said she would not like to only talk about innovation and technology but live it, too. She said she would like to have the ability for others to Skype in, to look at web chats, look at webinars, and look at some of the things people in General Assembly might be reluctant to do or have not done. She said she had been Tweeting the meeting the whole time she was present. She said she was interested in trying to get information out across the state.

The chair recognized Mr. George Little, who said he wanted to make a couple of points. He said the Community Colleges are working very, very well. He said at his particular college in Hoke County, they have almost a 100 percent graduation rate. He said he could bring input from the community colleges and also from some of the universities, some faculty enrichment ideas and other things that will help the committee as they move forward working together to get some of the roadblocks out of the way that they experience all the time. Mr. Little said he wanted to thank legislators for what they did on articulation last year between Community Colleges and the University System. He said that was a great help to administrators and to students who are going to these schools. He said there are a lot of road blocks. He said they needed to do some other things with the University System like common course numbering, which community colleges went through ten to twelve years ago and is working extremely well. He said he was against it originally, but it has been a real asset to the students and administrators.

Also, Mr. Little said the Community Colleges of North Carolina pioneered online education. At Hoke, for example, a student taking three courses and sitting in a classroom is taking two online. He said over sixty percent of students at Sand Hills are doing both. He said you don't see that as much in the University System, but it will come. He said East Carolina is leading the way there, but there are other schools that are doing it. He said that is where you get the most bang for your buck—doing both classroom and online. He said it is helping the student, and they go school through faster and with less expense.

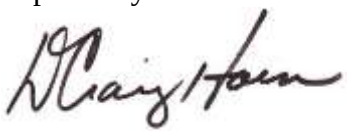
Chairman Horn encouraged all members to reach out, not only within their own districts, but within their field of friends and associates across the state. He said not all innovation is

technological as Rep. Cotham mentioned, and not all ideas are new ideas. He said sometimes the great ideas are old, but it just wasn't time for them before, and now the time has come.

Chairman Horn said the next meeting is planned for a visit to Project L.I.F.T. in Mecklenburg County, and while in Charlotte some folks from the entire region will be invited to come and talk to the committee. He said the committee will also go down East, and it will move around the state. He said there is a lot to be learned because North Carolina is a state rich in ideas and energy. He said the committee will learn from each other and out of that will come even more new and creative innovations for North Carolina's education.

The meeting was adjourned at 2:45 p.m.

Respectfully submitted:



Representative D. Craig Horn
Co-Chair

Margie Penven
Committee Assistant

Attachments:

Exhibit 1:	Visitor Registration Sheet
Exhibit 2:	Agenda
Exhibit 3:	Chair's Opening Remarks
Exhibit 4:	Committee Charge
Exhibit 5:	Highlights of 2013 Legislation on Innovation in Education
Exhibit 6:	Handout from NC Virtual Public School
Exhibit 7:	Handout from Dr. Garland's Presentation, NCDPI
Exhibit 8:	Handout from NC New Schools, Tony Habit
Exhibit 9:	Handout from CFNC
Exhibit 10:	Handout from CFNC
Exhibit 11:	Handout from NC School of Science and Mathematics (NCSSM)
Exhibit 12:	Handout entitled NCSSM Distance Education
Exhibit 13:	Handout entitled NCSSM Strategic Plan

NOTE: All attachments can be found at the Committee's website:
http://www.ncleg.net/gascripts/DocumentSites/browseDocSite.asp?nID=243